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ABSTRACT

The goal of this practicum, which was achieved through staff development instructional programs and follow up experiences over a three month period, was to improve the knowledge of elementary school teachers in how to use curriculum related video. TV/video systems and educational programs were utilized to stimulate the critical thinking process of students in interdisciplinary subject areas. Initial and terminal assessments were made to determine if the expected outcomes were met. The teachers' performances and attitudes were reflected in measurement instruments, i.e., a teacher checklist, observation, and weekly circulation reports. The specific objective that was accomplished was that 20 out of 40 teachers at the work setting felt that they could effectively use video equipment and programs as part of their instructional program. Five appendices contain: a form for reporting daily media and equipment circulation; questionnaires designed to determine teachers' attitudes toward using curriculum related video programs and their reactions after using such programs; and questionnaires eliciting information on the teachers' perceptions of the usefulness of videos and their assessment of the inservice course. Six tables display the findings of this study. (Contains 17 references.) (ALF)

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Improve Teachers' Knowledge of How to Use Curriculum Related Video Through Staff Development in an Elementary School

by

Earnestine J. Pullen

Cluster XLII

A Practicum I Report presented to the Ed.D. Program in Early and Middle Childhood in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

NOVA UNIVERSITY

1992

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

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August 10, 1992

Date

This practicum report was submitted by Earnestine J. Pullen under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

10-6-92
Date of Final Approval of Report

Georgianna Lowen, Ed.D., Adviser

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ABSTRACT

Improving Teachers' Knowledge of How to Use Curriculum Related Video Through Staff Development in an Elementary School. Pullen, Earnestine, 1992. Practicum I Report, Nova University, Ed.D. Program in Early and Middle Childhood. Descriptors: Critical Thinking/ Educational Television/ Inservice Education/ Instructional Technology/ Staff Development/ TV Viewing/ Video Equipment/ Video Systems

The goal of this practicum was to improve the knowledge of elementary school teachers of how to use curriculum related video.

This goal was achieved through staff development instructional programs and follow up experiences. TV/Video systems and educational programs were utilized to stimulate the critical thinking process of students in interdisciplinary subject areas. Strategies to accomplish the anticipated goal took place for a three month implementation period. Initial and terminal assessments were made to determine if the expected outcomes were met. The teachers' performances and attitudes were reflected in measurement instruments that were presented to them by the writer. A combination of the efforts of the writer and the cooperation of the administration and teachers produced positive outcomes for this practicum.

The specific objective that was accomplished was that 20 out of 40 teachers at the writer's work setting feel that they can effectively use video equipment and programs as part of their instructional program. Strategies to integrate information technology with curricular innovations have been made as the teachers' knowledge of how to use curriculum related video has improved through staff development in and elementary school.

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CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The work setting in which this practicum was performed is a pre-kindergarten through eighth grade elementary school located in a large urban inner city housing project community. The 100% Black student population of 810 at this writing fluctuates because of the instability of the residents. The home environment of most of the students is one of single parent homes and the socio-economic status is in the state welfare or lower income range.

The school emerged as a result of the rapid development of the city in the late 1870's. In 1878 the building was erected. It became occupied on March 13, 1879. Within a few years, the rapidly growing community had overcrowded the first building with children, so an additional building was opened in 1886. This addition was adequate for the needs of the community until the period of the first world war. At that time, the immigration of many workers with children caused the crowded school to hold double shifts to provide schooling for the children in the area. Near the end of the second

world war, in 1944 a second addition was built to accommodate the students. For a few years the three buildings of 1879, 1886, and 1944 were adequate, but by the next decade the school was again over crowded. Construction of a new building began in 1954. Upon completion, the original building was razed. Later, corridors were built to connect the buildings that form the school as it stands today.

The school organization is a composition of two eighth grade levels, two seventh grade levels, three sixth grade levels, three fifth grade levels, four fourth grade levels, four third grade levels, four second grade levels, and six first grade levels. The special education department consists of one Emotional Mentally Handicapped (EMH) classroom, one Behavior Disorder (BD) classroom, one Developmental Primary classroom, and three Non Categorical classrooms. Some of the Learning Disability (LD) and Mildly Learning Disability (MLD) students have been mainstreamed into regular classrooms settings. There are four kindergarten classrooms, and one Head Start facility.

Operations of the school are conducted by an integrated staff of eighty persons which include forty regular classroom teachers, seventeen ancillary staff members, eleven teacher aides, ten staff support

personnel, and one principal with an assistant principal. The average class size is consistent with district and statewide guidelines with a teacher-pupil ratio of 22-23. The average teacher education and experience is in close alliance with other school of similar size.

Funding for school programs are obtained from Federal Chapter I, State Chapter I, Special Education, and Head Start funds. Funds are disbursed through the process of school based management of the Local School Council (LSC) with recommendations from the Professional Problems Advisory Committee (PPAC). The writer is a member of this advisory committee.

Data from recent achievement measures reveal that the students perform in the lower percentiles when compared to national norms. Through new administrative efforts and staff commitment, much has been done in an attempt to improve this status. The administration is open to innovative ideas for school improvement such as the one proposed by the writer.

Writer's Work Setting and Role

The writer's work setting was an elementary library media center. The media center program is an integral part of the total school educational program and it

provides a variety of learning resources in various types of media that extends classroom learning experiences. If the program of the media center were to be successful, the media specialist needed to maintain a learning environment that was conducive to reading, listening, viewing, and critical thinking.

The writer is a twenty three year tenured educator with the school system. She holds a Master's Degree in Communication/Media and state certification at the elementary and high school levels. The writer is the administrative Library/Media Specialist of the educational facility. One of the writer's responsibilities includes daily training of substitute teachers to teach library media skills to students. Other responsibilities of the writer are to determine annual goals of the media program and to provide creative leadership in developing the program. Additionally, the writer develops a planned, sequential media and reading guidance program, provides instruction to students at all levels , supports teachers in library/media related activities, and notifies the teachers of new materials and innovative ideas that may be of assistance in their teaching strategies. Furthermore, the writer is the audio visual coordinator and chairperson of the school newspaper. The writer also provides opportunities for

student library assistants to gain educational experiences and social growth while working in the media center. The writer serves on several curricular and advisory committees. Some of the committees the writer serves on are Discipline Committee, Career Awareness, Drug Awareness and Family Living, Reading is Fundamental (RIF), and the Professional Problems Advisory Committee (PPAC). The writer frequently consults with the principal concerning future plans and ideas that relate to the educational progress of media center activities. The writer also encourages good public relations within the school, with the parents, and the community. Organizational procedures such as maintaining an attractive and convenient media environment, scheduling of classes, reviewing the reading levels of students for seating arrangements, and ordering media supplies are also responsibilities of the writer. To assure that the media center continues to be a vital force in the entire school program, the writer takes special care in the maintenance of the media collection to keep current ideas circulating.

The annual Board of Education budget includes appropriations for media center materials. The writer must make careful selection and acquisition of the materials. Once the acquired materials are received, it

is the responsibility of the media specialist to process them and see that they are circulated to the patrons. The writer's major concern is to utilize ideas concerning instructional technology as an aid in the educational progress of students and to prepare them to effectively use media skills as an integral part of their course of study.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The problem that was addressed in this practicum was that teachers at the writer's work setting did not use TV/Video equipment and educational programs effectively to correlate with the curriculum. Five video systems purchased should have been utilized as teaching tools to enhance the students' critical thinking in all areas of the curriculum. Teachers used traditional teaching methods and textbooks for instruction. The use of TV/Video equipment and educational programs had been merely an enrichment to traditional methodologies.

Interviews with teachers by the writer disclosed information that video programs were not used for structured learning activities. Occasionally, some teachers made unsuccessful attempts to use personal videos in the classroom for recreational purposes with the students. The writer observed that some teachers were unable to manipulate the video systems. Programs were broken or parts of them were erased.

In brief, there was a need for improving teacher's knowledge of how to use curriculum related video in this elementary school.

Problem Documentation

Evidence of the problem was supported by observations and interviews with teachers conducted by the writer. Questionnaires and weekly circulation reports distributed to teachers by the writer also documented the existence of the problem. The data was collected, analyzed and used by the writer for this practicum.

During the 1990-1991 school term (September thru June) weekly circulation reports examined by the writer indicated that no video programs were checked out of the media center by the teachers. According to the time distribution schedules on the circulation reports dispensed by the writer, teachers could check out media and equipment Monday thru Friday for one hour durations as listed in table 1. The remaining time from 2:00 p.m. to 2:30 p.m. was designated for previewing media programs.

Table 1

Daily Media and Equipment Circulation Record

Week of June 7, 1991

Time	M	T	W	TH	F
9:00-10:00	0	0	0	0	0
10:15-11:15	0	0	0	0	0
11:30-12:30	0	0	0	0	0
12:45- 1:45	0	0	0	0	0
2:00- 2:30	Previewing in Media Center_				

Forty teachers were asked by the writer to rate how they used curriculum related video programs using a five point Likert type scale (SA=Strongly Agree, A=Agree,D=Disagree, SD=Strongly Disagree, and NR=No Response). The results revealed that 31 teachers out of 40 had never used videos as part of their instruction to students. The other 9 teachers chose to respond to the "SD " option of the number 3 item on the questionnaire. Teacher responses to item number 4 of the questionnaire revealed that 28 out of 40 teachers couldn't manipulate video equipment. A summary of the questionnaire indicated that of the 390 responses received by the writer from the 40 teachers: 249 responses were " SA ", 49 responded " A ", 28 responded " D ", 46 responded " SD ", and 18 " NR " were recorded.

Table 2

Use of Curriculum Related Videos

	SA	A	D	SD	NR
1. Schools are appropriate settings for videos	30	5	2	0	3
2. Videos enhance the curriculum.	25	10	3	0	2
3. You have not used videos at school.	31	0	0	9	0
4. You cannot manipulate video equipment.	28	2	5	3	2
5. Staff development video inservices will be beneficial	27	10	0	0	3
6. Video programs should be used at home only.	2	1	5	30	2
7. Video should correlate with the curriculum.	29	4	5	1	1
8. Scheduling is needed for video usage.	30	5	2	0	3
9. Videos are teaching tools for critical thinking.	29	10	1	0	0
10. Critical televiewing can be taught in school	28	2	5	3	2
Total	249	49	28	46	18

Causative Analysis

It was the belief of the writer that there were several contributing factors to the cause of the problem that teachers did not use TV/Video equipment and educational programs that correlated with the curriculum. First, there was no formal instruction given to teachers on the usage of TV/Video systems. Another cause was that video programs were not correlated with the curriculum by the teachers. The writer believes that a third cause of the problem was that video programs were not previewed to assure appropriateness and effectiveness.

Relationship of the Problem to the Literature

Evidence established from a review of the literature indicated that students learn critical thinking techniques by analyzing TV/Video programs.

The initial review of the literature revealed that Adams (1990) discusses the process of using video segments in instruction with students to stimulate their minds for positive thoughts and actions. He contends that if teachers take a five-or six-minute section out of a two-hour video, it will be a more effective learning tool for the youngsters. Such segments can be used as an illustration or reinforcement of a concept. Adams

suggests the following techniques for teachers to improve the students' critical thinking skills and increase the students' comprehension of video programs.

According to Adams, the student should be encouraged to use such critical viewing skills as identifying the plot or specific message used in the video. Assistance should be given to students in determining the symbols that are used to deliver the message. Another method used to increase the students' video comprehension is called "Mapping" by Adams. This procedure allows student participation in analyzing the video by such methods as predicting, summarizing, or making graphic illustrations of the video.

An additional activity for amplifying the content of a video production that Adams suggests involves the development of probable scenes before showing the video to the students. The teacher should preview the video to decide what section is to be used with the students. From the particular piece of video presentation the teacher should choose key words and give the vocabulary list to the student for analysis of the video. Under specific headings such as the setting, characterization, the problem, solution to the problem, and the conclusion, each of the vocabulary words should be placed. This organizational technique can be used to develop

creative writing as well as critical thinking skills.

Other literature further supports the fact that teachers need training on TV/Video equipment and program selections that will enrich their teaching methodologies. Kaplan (1986) states the fact that school achievement can be influenced by the students' critical televiewing techniques. He further purports that activities such as reading comprehension, grammar skills, vocabulary building, and critical thinking can be enriched via TV/Video programming.

According to Cates (1989), the first step to the effective use of a film or video is to decide upon the objective one wishes to accomplish for the students as a result of using this instructional device. First, a video may be used as an introduction to a unit or lesson. Second, it can be used as a presentation of specific material to the class, or in conjunction with other methods of instruction. Third, video programs may be used as a reinforcement of the students' knowledge and understanding of a presented concept in the program. Finally, utilization of video programs for enrichment purposes is an instructional avenue suggested by Cates that a teacher can apply in his/her strategies to extend ideas being taught or current events and issues that develop.

In identifying the right film or video, Cates proposes that the teacher be selective in choosing media that is relevant and assist in the accomplishment of the chosen objectives. The teacher should preview it for the following considerations: (1) Inaccuracies that are discovered should be pointed out to the students. (2) Appropriateness of content, age, and grade level are determined. (3) Relevancy of content is established. (4) The contribution level to the teacher's instruction should be considered. (5) Production techniques such as poor acting or inappropriate lighting can be determined. (6) Distractions to the viewers caused by wear and tear on the video can be discovered.

In preparing the class for viewing the video, Cates maintains that the teacher should initiate the students' critical thinking process so they can comprehend the content of the video and benefit from viewing it. The teacher should prepare a vocabulary list and a set of discussion questions to handout to the students. Before showing the video, a brief discussion with the student should take place on how the video relates to their course of study. The teacher should encourage the students to be thoughtful viewers, but be careful not to disclose any enjoyable points of interest or conclusions.

When showing the video, Cates recommends that the

teacher should not leave the classroom so that he/she will be available to solve problems that arise during the showing. In order to be able to handle such difficulties that may arise, Cates suggests that teachers become familiar with some of the probable causes of such problems. (1) Cable connectors should be checked and attached securely. (2) Switches and channel setting should be set properly. (3) Unstable and unclear pictures may be a result of a number of causes. The teacher should check the above listed suggestions for a solution. (4) If there is no picture or sound when using a video program, the teacher should check all of the connectors, adjustments, and controls on the equipment. If problems continues to exist, the teacher should consult the media specialist for help.

After viewing the video, Cates recommends that the teacher should get the pupils to discuss and explore ideas that were viewed in the video presentation. He further states that teachers should avoid testing students immediately after showing a video. This will cause the pupils to be inattentive viewers of the video because they will be involved in note taking practices for the test.

In conclusion, Cates purports that videos can be effective learning devices. Videos should be used with

discussion and follow-up activities. Videos should relate to the content of the topic of study, which will help encourage students to become analytical and critical viewers. Effective use of video programs in the classroom can stimulate the students' thinking processes and augment teaching strategies.

Ways to use visual technology such as video programs effectively in the classroom as a means of fostering critical viewpoints is cited by Adams (1987). He indicates that teachers can help students to critique media programs and use video technology effectively to develop critical viewing and visual literacy.

TV/Video programs can be a teaching tool for social studies students. The use of critical viewing techniques and video productions are discussed by Potter (1982). She uses scripts, magazines, and books to relate to the video programs that are being analyzed.

According to D'Ignazio (1992), effective use of educational programs can enhance teaching practices such as critical thinking. TV/Video programs can be used as an essential element in the classroom. It can bring life to the curriculum. With the use of this vehicle, children get a close and firsthand experience with individuals and events in their course of study. Pupils no longer have to wait for information or historical

events to be published in textbooks to study them. They can acquire immediate, relevant information by use of video programs in classroom settings.

A federal project that deals with curricula and critical television watching is analyzed by Bell (1984). Results from the project was a four-level curriculum on critical televiewing. The first level is a k-4 curriculum that focuses on material that teachers can use with students and their families at this level. The second level is focused on the language arts text for the middle schools students's development of critical televiewing. The next level is listed in a High School text entitled "Inside Television: A Guide to Critical Television Viewing". The last curriculum level that is described is the post secondary/adult text entitled "Television Literacy: Critical Viewing Skills".

Parrish (1982) states that teachers must be provided instruction in critical viewing and thinking skills before they can effectively use television technology in the classroom. She identifies the steps of a basic format for teaching critical thinking skills by use of television. According to Parrish, the teacher should choose a desired segment of the video program for analysis. The teacher must guide the students to discuss information that will develop their critical thinking

skills.

The California Technology Curriculum Project for History and Social Science is explored by Ekenrod and Rockman (1988). They discuss how television programs can be matched to instructional goals, increase learning enjoyment, and add an enrichment to the curricula. They disclose a guidebook of resource materials that was created to give information to teachers who need assistance in order to select video programs that support their desired goals. Eckenrod and Rockman contend that program selection should consider the delivery of curriculum content as well as the development of critical thinking skills. The chosen video should be easily integrated into the teacher's instruction plan and encourage continued use of the teaching tool. They maintain that by matching what is being taught with expected outcomes the teacher has set for the class, the effectiveness of instruction will increase. Just as textbooks must be matched with objectives, the same holds true with video materials. They should support and extend the established objectives of classroom instruction.

Abelman (1984) provides a teaching technique that focuses on watching television critically. He suggests that intervention strategies for children's televiewing

should be done at home as well as at school.

A training manual with general suggestions for training adults to teach critical television viewing skills is presented by Starr (1979). He suggests ideas for teaching workshops on critical viewing skills. Information in the manual is based on the Southwest Educational Development Laboratory Project. It provides an overview of the project and discusses the impact of television on children. Suggestions in the manual include ideas on planning, stating the goals and expected outcomes. It also provides checklists and evaluation forms for workshops.

Information on workshops for teachers' development of new approaches to instruction via television and new technologies is offered by Blau (1992). According to Blau, the following tips can aid teachers in effectively using educational TV as a teaching tool. First, one should preview all programs before showing them to the pupils to assure age/grade and content appropriateness. This will also prepare the teacher for points where he/she may wish to pause the video for immediate feedback. When previewing is completed, the video should be rewound to the particular point that is to begin the showing. Short segments of the video should be shown instead of the complete tape in one setting. The teacher

can try different approaches to stimulate critical thinking of the students, such as stopping the video and requesting that the students state what they think will happen next. Another technique that can be used is the silent approach, where the sound is turned off and the focus is on the visual information. Video programs can be used as an introduction to a unit as in science or social studies or an extension to one as in literature or drama. An educational program is an excellent medium of bringing current events into the classroom. A teacher may use segments of an issue that has been debated to the classroom on video for discussion or stimulation for writing a project.

Graves (1990) reports that many educational groups are formulating guidelines to ensure proper use of television programs by teachers. He states that educational programs should have substance and are tied into the curriculum. He further states that the National Council for Social Studies has taken a position that school programs on current events should have depth, and be commercial free. Graves maintains that the value of an educational program depends on the method of its use. It is advised that teachers make careful selections of TV/Video programs that will enhance their educational objectives.

Several ways using television as a learning tool are identified by Luker and Johnston (1988). There are four follow-up suggestions listed. First, it should be determined if there is a conflict in the program. Next, characterization perspectives should be established. Then, a determination should be made on the style the main character used to cope with the conflict. It should be decided if the style used was deception, passivity, mastery, minimization, avoidance, or deliberation. Lastly, there should be an exploration of the characters' alternatives in the conflict solution. Luker and Johnston conclude that the goals for using video programs must be geared toward helping the students to cope with some of the difficult conflicts in life.

Miller (1984) outlines the limitations and rights of teachers to use video materials that have been copyrighted. He lists some of the limitations as follows: Video tapes and audio works must be transferred from legitimate copies. Displays and performances that have been copies must be used as a part of instruction by the teacher or student in a classroom or learning facility. Usage of the recorded video must be for teaching purposes of a non-profit educational organization. The attendance for showing the recorded video is limited to teachers and students.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The following goals and expected outcomes were projected for this practicum.

The specific goal that was projected by the writer was that 20 out of 40 teachers at the writer's work setting would feel that they could effectively use the video programs and equipment as part of their instructional program.

Expected Outcomes

1. The results of the teacher checklists were to be compared by the writer before and after the inservice training programs to determine if teachers felt that they could properly use the TV/Video programs and equipment.
2. Observations of teachers' performances during the inservice programs were to be used by the writer to determine that at least 20 out of 40 teachers knew

how to use the TV/Video systems.

3. Information from weekly circulation reports and checklists gathered during the implementation period by the writer were to be analyzed to ascertain if 20 out of 40 teachers checked out of the media center TV/Video programs and equipment at least three times and used them effectively.

Measurement of Outcomes

The writer utilized several measurement instruments to determine if the outcome/objectives were been met.

One of the measurement instruments used by the writer was a teacher checklist. The checklist constructed by the writer allowed two responses of the teachers to each of the questions. The results of the teacher checklists were compared by the writer before and after the inservice training programs and determined that teachers felt that they could properly use the TV/Video programs and equipment (See Appendix D.)

Another measurement instrument that was used by the writer was observation. Observations of teachers' performances during the inservice programs was to be used by the writer to determine that 20 out of 40 teachers knew how to use the TV/Video systems. Additionally, teachers were to be requested to respond to an evaluation of the inservice program. Each question on the evaluation form allowed two choices for the teachers to respond. (See Appendix E.)

Outcomes were to be also measured by information the writer gathered from weekly circulation reports and checklists during the implementation period. This information was to be analyzed by the writer to ascertain if 20 out of 40 teachers checked out of the media center TV/Video programs and equipment at least three times and used them effectively. The Daily Media and Equipment Circulation Record was to be circulated weekly to 40 teachers by the writer. The teachers would fill in the day and time of their request for using the programs and equipment and return the form to the writer. (See Appendix A.) The teachers were to be requested to rate the video programs that they used on a five point Likert type scale. Additional comments were to be solicited. (See Appendix C.)

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

The problem addressed in this practicum was that teachers at the writer's work setting did not use TV/Video equipment and educational programs that correlated with the curriculum improved during the implementation period.

A review of the literature suggested to the writer possible solutions to the problem. A number of the approaches were applied to resolving the problem of not effectively using TV/Video equipment and video programs that enhanced and correlated with the curriculum.

O'Reilly (1987) offered a teachers' guidebook that provided critical viewing suggestions and activities for teaching instructors to stimulate pupils to be critical thinkers. The guidebook delivered an overview of methodologies, organization, and procedures for evaluation that were used in critical viewing. Activities and suggestions the teacher could utilize as a stimulant to critical thinking included strategies for introducing students to segments of an issue for analyzing. This was accomplished by providing the students with identifying information to evaluate the

evidence presented.

The role that the video plays in educational settings to convey knowledge to students in various fields of study is reviewed by Ahmad (1990). He lists some of the uses of the video as a means of developing creativity and communication skills. He also discusses video programs as a means of delivering current information to students on public or societal affairs, and as a means of analyzing democratic debates or works of history. Ahmad further identifies some of the advantages of using video as a stimulant for the student's critical thinking. He states that videos are an inexpensive medium that is relatively simple to use. Images can easily be manipulated and editing is very convenient. Direct recording requires little effort and immediate reproduction of activities or events is a possibility.

Mielke (1988) identifies some of the implications of television in the social studies classroom. Some of the advantages of using this "Information-Dense" medium for the social studies classroom are cited. He maintains that there is no equivalence to the ability television has to give demonstrations and story presentations. TV/Video programs can take the students to places they would be unlikely to visit in any other way. Positive

role models can be provided by use of TV/Video program presentations. Visual concepts are well illustrated on video programs and cleverly designed graphic representations of the program force the students to think critically. The structure of human emotions is captured in the phenomena of video productions.

The role of television in social studies education is explored by Fontana (1988). She states that in the 21st century TV should be viewed as a dynamic medium. The following assumptions have been given about television, how it relates to society, and the position it takes in education. (1) Television is the medium that helps individuals understand themselves, society, and its stance in the world. (2) The present generation has more information on world issues than was available to previous generations through television media. (3) Television is a medium that can be utilized effectively for converting a massive amount of information into knowledge for students. Fontana further contends, that not only is television the best media for transferring information into knowledge, it is the device that can be used by professionals to pursue their instructional objectives.

Seiter (1988) discusses the role of television and the effects of its use on children as a learning tool.

He states that this topic has and continues to be one of discussion for educators. Seiter presents a list of resources that relate to the influences of television on children. He also presents resources that contain methods of effectively using television programs as part of classroom instruction. Seiter states that additional resources on television and other topics found in Resources in Education (RIE) and the ERIC index can be used by teachers who search for information on this topic.

Whittle (1990) presents information on Whittle Communications, the educational network designed to pioneer television programming for teachers. She announced that it will kick off the first television channel that was designedly aimed for educators. It will conduct program designs that were prepared by educators that can be used by educators in classroom settings. The network will provide teachers with analyses of good teaching techniques. In making preparations for the kick off educators examined video materials in various fields. They participated in the process of performing a critical analysis of a specific topic such as cooperative learning. Whittle maintains that the educational network will be a great contribution to the teaching. It will expand the use of video technology in classrooms. Video

tapes can be used during the workshops to give the teachers visual representations to aid their understanding of issues and practices concerning educational programs.

Barron and Bergen (1992) contend that the library media specialist must provide teachers and students assistance and access to whatever type of technology exists. They further report that in addition to book information, other technologies such as TV/Video program information need to be managed effectively for positive learning to take place. Not only is it the responsibility of the media specialist to deal with information that is transferred from print material, but also deal with information that is transferred to patrons via technological forms such as TV/Video programs.

Description and Justification for Solution Selected

Based on information from a review of the literature, the writer felt that the development and implementation of a program that incorporated advancements in media technology such as the use of curricula related video would enhance the learning styles of children.

The writer solved the problem of the practicum with educational innovations that included staff development workshops as advocated by Whittle (1990), Critical thinking techniques that were reported by O'Reilly (1987), D'Ignazio (1992), and Ahmad (1990). Other implications of educational programs for classroom use Mielke (1988), Fontana (1988), and Seiter (1988) were also attempted by the writer as solution strategies. Follow-up activities as suggested by Barron and Bergen (1992) were conducted by the writer.

Initially, the writer interviewed 40 teachers on an individual basis to determine if they would be willing to participate in a TV/Video inservice training program as suggested by Whittle (1990). The writer also inquired to see if the teachers felt that they could effectively

use the video programs and equipment as a part of their instructional program. The writer conducted two one and one half hour inservice programs to train teachers on how to use TV/Video equipment and media programs. A teacher questionnaire was developed and circulated by the writer to determine the success of the TV/Video teacher inservice training program. This determined if the writer's goal of 20 out of 40 teachers could effectively use the TV/Video system and curricula related videos had been met.

As mentioned by Ahmad (1990), the writer constructed a list of critical thinking questions and circulated them to the teachers during the inservice program. The teachers discussed possible responses to the questions and how the idea could be integrated throughout the curriculum.

The writer compiled and distributed to teachers a list of video curricula programs. The list was annotated and labeled to suggest age/grade appropriateness. As proposed by O'Reilly (1987), the writer also processed and distributed to teachers a booklet of suggestions for selection and usage of video programs.

In regard to the citation of Barron and Bergen

(1992) that the media specialist must provide teachers and students assistance and access to any existing technology, the writer included as follow-up activities classroom visitations during TV/Video programs activities. In addition, the writer was available to assist teachers who encountered problems in the employment of the TV/Video systems. Teachers were admitted into the media center daily from 8:00 a.m. to 9:00 a.m. and 2:00 p.m. to 2:30 p.m. to discuss problems they had endured or share the successes that they had attained for their efforts of effective use of the TV/Video systems and programs.

Other ideas generated by the writer included the purchase of computer assisted software on the use of curriculum related video.

Report of Action Taken

A calendar plan of the action that was taken by the writer in implementing the steps necessary to accomplish the writer's goals and objectives in this practicum are as follows:

Month I

Week I

The writer introduced the ideology to the teachers at the writer's work setting. After the initial interview with the 40 teachers, the writer selected dates, times, and a place to hold the inservice program. Necessary supplies, materials, and equipment were extracted from the media collection. The writer conferred with the principal for approval of the decisions that had been made concerning the staff development inservice training workshop.

The writer previewed video programs, annotated the contents, and labeled them with suggested age/grade appropriateness. This information was listed and distributed to the teachers.

A list of critical thinking questions compiled by the writer was distributed to teachers for usage with videos. These questions were discussed by the

teachers. Possible responses were cited and written by the teachers on a selected video segment. The critical thinking questions are were as follows: (1) Who was the main character(s) in the video? (2) What was the problem and solution in the video? (3) When did the story take place? (4) Where did the story take place? (5) Why do you think things happened as they did? (6) How would you respond in a similar situation?

Week II

A one and one half hour hands-on inservice training workshop for the 40 teachers was conducted by the writer. The writer distributed to teachers questionnaires that reflected their expectations of the inservice programs. An overview of the inservice program was given by the writer. A demonstration of the usage of the TV/Video equipment was given by the writer for the teachers. After the demonstration, the teachers were allowed to demonstrate their skill in using the TV/Video system. Subsequently, the teachers were alloted practice time on the employment of the video system as a teaching tool. The writer provided coaching for teachers who needed assistance in manipulating the video systems.

The writer distributed to the teachers a prepared list of critical thinking questions. The

questions were discussed for proper utilization in analyzing video programs. The writer encouraged teachers to continue application of the newly acquired skill of utilizing curriculum related video as a teaching tool. Evaluation questionnaires for evaluating the workshop were distributed to the teachers. This data was collected and analyzed by the writer.

The writer correlated the video programs with areas of the curriculum, prepared an annotated list of this information, and distributed it to classroom teachers.

Week III

Video equipment was circulated to teachers who requested it by the writer. A circulation log was maintained by the writer. The writer was available from 8:00 a.m. to 8:00 a.m. and 2:00 p.m. to 2:30 p.m. daily to give suggestions and answer questions of teachers who encountered problems related to T/Video equipment and programs. Teachers shared their success stories with the writer at this time. Video previewing continued for the writer and annotations of the videos listings were a continued process.

Week IV

The second one and one half hour TV/Video hands-on inservice training program was conducted by the

writer for teachers who were not able to attend the first workshop or needed follow-up assistance on the usage of curriculum related video and equipment. The writer distributed to teachers questionnaires of their expectations of the workshop. A demonstration of the usage of the video systems and curriculum related material was performed by the writer. Hands-on experiences with the video equipment was provided for the teachers. The teachers were allowed practice time on the usage of the video systems by the writer.

Critical thinking questions used to analyze video were distributed to teachers by the writer for discussion. The writer allowed ten minutes for a question and answer session and got feedback from teachers on the use of curriculum related videos. Workshop evaluation forms were distributed to teachers, collected and analyzed by the writer.

Month II

Week I

Additional TV/Video programs and educational software of computer assisted instruction on curriculum related videos was ordered by the writer. This material was utilized by teachers in the computer lab at the writer's work setting. Previewing of new and

existing material was a continuation by the writer.

Week II

A booklet of suggestions for selection and usage of video programs was distributed by the writer to the teachers. The writer continued to be available for assistance to those teachers who required help. Previewing and annotating of media materials was a continued effort performed by the writer.

Week III

The writer circulated TV/Video equipment and media to classroom teachers who requested it. Follow-up visitations to the classrooms during TV/Video viewing times were be made by the writer to determine if the equipment was used properly. The writer maintained a weekly circulation log of experiences noted concerning usage of the TV/Video systems and programs.

Week IV

An annotated list of video programs that presently exist in the media center was distributed to teachers. Comments and suggestions on future selection and acquisition of videos was solicited by the writer from the teachers. Circulation procedures of the videos and equipment continued and log entries were on-going.

Month III

Week I

Additional TV/Videos curricula programs were ordered by the writer. The writer continued to solicit ideas from the teachers. The writer also continued to be available to the teachers for assistance in finding solutions to any problems that arose during the usage of the video systems.

Week II

The writer previewed media materials as they arrived at the media center. Circulation of existing media and equipment was continued. A continual updating of the circulation log was performed by the writer.

Week III

The writer continued to encourage teachers to use curriculum related videos as part of their instruction to students. Monitoring of the usage of the media and equipment was on-going. Previewing of new material continued and the annotations were added to the existing video bibliographic listing. Update entries in the circulation log continued.

Week IV

The writer continued to disseminate ideas to teachers on using technology to enhance the learning

activities of the students. The writer finalized all incomplete activities concerning this practicum. The writer wrote a proposal requesting authority to purchase a computer and computer assisted instruction software on the use of curriculum related video for the teachers' use.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

The problem that was addressed in this practicum was that teachers at the writer's work setting did not use the TV/Video equipment and educational programs effectively that correlated with the curriculum. The writer solved the problem of the practicum with educational innovations that included staff development workshops. Solution strategies utilized by the writer included activities and suggestions that teachers could use as stimulants for critical thinking of the students.

The goal of this practicum was that 20 out of 40 teachers would use the curriculum related video programs and TV/Video equipment effectively as part of their instructional program.

The writer utilized several measurement instruments to determine if the outcomes were met. One of these measurements was a teacher checklist. The checklist constructed by the writer contained provisions for the teachers to make responses. The "Yes" or "No" choices of the teachers were marked on the checklists for each of the five questions. The results of the

teacher checklists were compared by the writer before and after the inservice training programs and determined that 20 out of 40 teachers felt that they could properly use the TV/Video programs and equipment. Of the 200 responses given before the inservice programs by the 40 teachers: 42 responses were "Yes", 133 responded "No", and 25 (no responses) "NR" were recorded. After the inservice programs were conducted, a summary of the checklist indicated that 146 responses were "Yes", 44 responded "No", and 10 "NR" responses were recorded.

Table 3

Inservice Checklist

	Yes	No	NR Total
1. Do you feel that there is a need for videos in school?	10	25	5= 40
2. Do you have positive attitudes about a video program?	15	20	5= 40
3. Will the employment of educational videos be beneficial to you and your students?	14	21	5= 40
4. Are you capable of using curricula related videos as a teaching tool?	2	33	5= 40
5. Can you effectively manipulate the TV/Video systems?	1	34	5= 40
Total before inservice	42	133	25=200
Total after inservice	146	44	10=200

Another measurement instrument used by the writer to determine if the objectives were met was observation. Observations of teachers' performances during the inservice programs was used by the writer to determine if teachers knew how to use the TV/Video systems. At the conclusion of the presentation, each teacher was allowed time for hands-on

experiences with the operations of the video system. The writer was available to coach the teachers as they performed the procedures and critical thinking skills with the video programs. In addition to the observation measurement, the writer also distributed to the teachers an evaluation form for the inservice program. It consisted of a five-item "Yes" or "No" response questionnaire. A summary of the questionnaire indicated that of the 200 responses received from the 40 teachers: 188 responses were "Yes", 2 responded "No", and 10 "NR" were recorded.

Table 4

Evaluation of Inservice Program

	Yes	No	NR	Total
1. Were your expectations of the workshop fulfilled?	37	1	2=	40
2. Were there helpful suggestions presented?	38	0	2=	40
3. Did you benefit from the skills that were taught?	38	0	2=	40
4. Can you apply acquired skills to your classroom setting?	38	0	2=	40
5. Did your performance/attitude change about usage of TV/Video systems?	37	1	2=	40
Total	188	2	10=	200

Outcomes were also measured by information the writer gathered from weekly circulation reports and checklists during the implementation period. Circulation reports and checklists were distributed to the teachers on a weekly basis. The Daily Media and Equipment Circulation Record was circulated weekly to 40 teachers by the writer. The teachers filled in the day and

time of their request for using a particular program and equipment and returned the form to the writer. The circulation report revealed that for the first month of implementation, teachers' usage of the TV/Video systems and programs was a constant increase from 10 out of 40 to 18 out of 40. The second month of implementation teacher's usage of video equipment and programs was measured from 18 out of 40 to 20 out of 40. By the third month of implementation, more than 50% of the 40 teachers used the video systems and programs for the entire month. The usage range was from 21 to 23 out of 40.

Table 5

Circulation Report

	Number of Teachers out of 40 who used videos
Month 1	
Week 1	10
Week 2	14
Week 3	16
Week 4	19
Month 2	
Week 1	19
Week 2	20
Week 3	20
Week 4	20
Month 3	
Week 1	21
Week 2	21
Week 3	22
Week 4	23

Teachers were requested to rate the video programs that they used on a ten-item, two-point scale. The checklist also contained provisions for teacher comments. The comments were requests for media assistance or success stories from the individual teachers. Investigation of the results on the checklist on Using Video Programs was indicative that of the 400 responses received from the 40 teachers: 336 responses were in agreement and selected "1" as their answer, 34 were in disagreement and chose "2" as a reply and, 30 "NR" were given. Additional comments were submitted from individual teachers that were helpful to the writer in determining how the teachers felt about the phenomena.

Table 6

Using Video Programs

	1	2	NR Total
1. The video provided relevant information to your subject area.	30	7	3=40
2. The video covered the content in depth.	32	7	3=40
3. The video was appropriate to the viewer's age/grade level.	33	4	3=40
4. Pre and post discussion about the video was meaningful.	37	0	3=40
5. The video offered helpful suggestions for follow-up activities.	37	0	3=40
6. Previewing the video helped to prepare me for the lesson.	36	1	3=40
7. The information in the video was well presented.	35	2	3=40
8. The video met my need for introducing, reinforcing, or reviewing a concept.	29	8	3=40

9. Critical thinking questions were helpful in the video analysis.	37	0	3=40
10. I recommend that the video have continued usage in this subject area.	30	7	3=40
Total	336	34	30=400

*1=Agree, 2=Disagree

Discussion

Many teachers are reluctant to use videos as part of their instruction process. The writer has presented some methods of encouragement and preparation techniques for those individuals who have been hesitant in the usage of this learning tool.

A combination of the efforts of the writer and the cooperation of the administration and teachers produced successful outcomes for the problem that was at hand. The writer is pleased with the solution of the problem addressed in this practicum of teachers not using the TV/Video equipment and programs to improve the critical thinking and enhance the learning styles of students. The impact of technological advances and cooperative strategies were demonstrated to show how TV/Videos programs, if used effectively are vital elements

to an instructional program.

Results of this practicum brought about unanticipated outcomes that included a Library Outreach Program. The Library Outreach Program consists of video materials that are correlated with library books that parents are allowed to check out and take home to instruct their children on critical analyses. This circulation of materials can be done only after the parent has been trained on usage of the materials by the media specialist.

Another unanticipated outcome of this practicum is the Intergenerational Program from the Chicago Department on Aging. In this program a representative from the program conducts activities and cooperative strategies with the media specialist that include analyses of videos on curricula subjects that demonstrate the importance of self esteem, morals, and health issues that are necessary for longevity.

In addition to the unanticipated outcomes of the practicum that are previously mentioned, the writer will participate in Project Inform. Project Inform is a library network in which the media center will be connected to public and academic library data bases. With the computer available, the writer will also be able to acquire computer based instruction

materials for the patrons of the media center.

In order to acquire desired media and materials, the writer has written a proposal requesting monetary awards for financial assistance to expand the program proposed in this practicum. The Chicago Foundation for Education Small Grants for Teachers will respond to this request, and the writer is optimistic that the response will be a favorable one.

Recommendations

Recommendations that could benefit others include the following:

1. Teachers must provide instruction in critical viewing and thinking skills before they can effectively use television technology to enhance the classroom learning process.
2. The teacher must act as a guide and focus the discussion of the content of a video presentation on the application of developing critical thinking skills for the students. As new developments unfold and the emerging potential of information technology expands, it is the responsibility of educators to assure that the students obtain an awareness of how to

employ this vehicle in the most efficient manner.

Dissemination

The writer will continue to be available for instruction and suggestions to the entire staff and student population at the writers work setting on the utilization of TV/Video systems and programs that enrich curricular areas of study and enhance the learning styles of the students. Dissemination of practicum results have been dispensed to the administrative department at the writer's work setting and shared with professional colleagues. The entire facility has profited from the results of this practicum. The TV/Video systems are being scheduled for frequent usage. Requisitions have been submitted to acquire additional TV/Video systems and educational programs for further infusing of information technology into the total curriculum.

In addition to local school dissemination of this practicum information, the writer has plans to offer instructional sessions to educators throughout the immediate district level. The writer also plans to make arrangements at the Chicago Board of Education Central Office to conduct

inservice workshops on the contents of this practicum to teachers throughout the system. The writer has a positive attitude and visions success in refining the strategies and using them to integrate information technology with curricula innovations.

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APPENDICES

APPENDIX A

DAILY MEDIA AND EQUIPMENT CIRCULATION RECORD

Daily Media and Equipment Circulation Record

Week of _____

Time	M	T	W	TH	F
9:00 - 10:00					
10:15 - 11:15					
11:30 - 12:30					
12:45 - 1:45					
2:00 - 2:30 Previewing in Media Center					

APPENDIX B

USE OF CURRICULUM RELATED VIDEO

Use of Curriculum Related Video

Name_____

Date_____

Dear Teacher,

This is an assessment of attitudes of teachers toward the usage of curriculum related video. Your help in completing this survey will assist those responsible for implementing instruction using TV/Video programs in your classroom.

Thank you for your input and promptness in completing this short survey.

Sincerely,

Earnestine J. Pullen

Please circle your response.

SA = Strongly Agree

A = Agree

SD = Strongly Disagree

D = Disagree

NR = No Response

1.	Schools are appropriate settings for TV/Video programs.	SA	A	D	SD	NR
2.	TV/Video programs enhance the curriculum.	SA	A	D	SD	NR
3.	You have not used the TV/Video systems in this school.	SA	A	D	SD	NR
4.	You are not capable of manipulating the TV/Video equipment effectively.	SA	A	D	SD	NR
5.	Staff development inservice on TV/Video systems will be beneficial to you.	SA	A	D	SD	NR
6.	Videos should be seen only at home.	SA	A	D	SD	NR
7.	Video programs should correlate with the curriculum.	SA	A	D	SD	NR
8.	There is a need for scheduling times for video system usage.	SA	A	D	SD	NR
9.	TV/Video programs are teaching tools for developing critical thinking.	SA	A	D	SD	NR
10.	Critical televiewing should be taught in school.	SA	A	D	SD	NR

APPENDIX C

USING VIDEO PROGRAMS

Using Video Programs

Name_____Date_____

Title of Video_____

please circle your response. Additional comments will be appreciated.

1 = agree

2 = disagree

---

1. The video provided relevant information to your subject area. 1 2

   Comments:

2. The video covered the content in depth. 1 2

   Comments:

3. The video was appropriate to the viewers' age/grade level. 1 2

   Comments:

4. Pre and post discussion about the video was meaningful. 1 2

   Comments:

5. The video offered helpful suggestions for follow up activities such as writing projects. 1 2

   Comments:

6. Previewing the video helped to prepare me for the lesson. 1 2

   Comments:

7. The information in the video was well presented. 1 2

   Comments:

8. The video met my need for introducing, reinforcing, or reviewing a concept. 1 2

   Comments:

9. Critical thinking questions were helpful in the video analysis. 1 2

   Comments:

10. I recommend that the video have continued usage for this subject area. 1 2

    Comments:

APPENDIX D

INSERVICE CHECKLIST

Inservice Checklist

Please circle "Y" (Yes) or "N" (No) in response to questions.

1. Do you feel that there is a need for videos in school?
   Y N
2. Do you have positive attitudes about a video program?
   Y N
3. Will the employment of educational videos be beneficial to you and your students?
   Y N
4. Are you capable of using curricula related videos as a teaching tool?
   Y N
5. Can you effectively manipulate the TV/Video systems?
   Y N

APPENDIX E

EVALUATION OF INSERVICE PROGRAM

Evaluation of Inservice Program

Please Circle "Y" (Yes) and "N" (No) in response to questions.

1. Were your expectations of the workshop fulfilled?

   Y N

2. Were there helpful suggestions presented?

   Y N

3. Did you benefit from the skills that were taught?

   Y N

4. Can you apply acquired skills to your classroom setting?

   Y N

5. Did your performance/attitude change about usage of TV/Video systems and programs?

   Y N